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ABSTRACT

The report summarizes major program accomplishments of the Northwest Area Learning Resource Center (NALRC) in providing media, materials, and educational technology support services to handicapped children and their teachers in its 10 states and territories. Program development accomplishments in Area One included assisting states in local and state materials-center stimulation or development; providing technical assistance to state education agencies in state planning of intrastate materials service; providing state and local education agencies with consultation on educational technology of specific education materials usage; developing capacity for conducting or participating in media and materials conferences and workshops; devising and executing plans for dissemination of child-use instructional materials-related information; providing human resources for reinforcing state staff in media, materials, and technology services development; and acting as the interface between local materials needs and the resources for meeting such needs. Helping Area Three trainers to identify media, materials, and educational technology training needs is also discussed, along with serving as an intermediary between Area Four states and the national information system. State-by-state summaries of NALRC accomplishments are also provided. (DLS)

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FINAL TECHNICAL REPORT

Northwest Area Learning Resource Center
Center on Human Development
University of Oregon
Eugene, Oregon

September 1, 1974 Through May 31, 1977

Project No. 446AH50055
Contract No. 300-75-0043

August 31, 1977

Department of Health, Education, and Welfare
U.S. Office of Education
Bureau of Education for the Handicapped

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FINAL TECHNICAL REPORT: NORTHWEST ALRC

9/1/74 - 5/31/77

ABSTRACT

The NWALRC operated to help increase the intra-state capacities of its ten states to provide media, materials, and educational technology support services to handicapped children and their teachers. This was done by assisting the states to articulate their needs and then helping fill the gaps revealed in the service delivery system.

Assistance was provided in planning and designing models for Learning Resource Centers, resulting not only in the development of numerous new LRCs but contributing as well to the establishment of statewide LRC networks in several cases. Consultation to the SEA was effective in responding to short-term problems, while conferences and workshops supported by the ALRC filled training gaps which affected a larger portion of the service delivery system. The needs for conferences and workshops in various areas were revealed through needs assessments facilitated by the NWALRC. These assessments aided the region's trainers in identifying the media, materials and educational technology needs of teachers within their states, and the results were used to develop inservice training programs. The ALRC played an important role in the national effort to increase states' awareness of national information dissemination resources and to encourage greater reliability on their own capabilities to provide such services.

The NWALRC found that it functioned effectively within its specific scope of work and with limited resources because the states were anxious to accept assistance to accomplish objectives for which other resources were not readily available and which might have been stifled by within-state bureaucratic restrictions. In many instances, a small investment of time and dollars by the ALRC resulted in a long-range commitment and much larger investment of local and state resources in achieving the desired end.

This report presents a summary of NWALRC major program accomplishments and the impact of those services upon the delivery of media, materials and support services in the ten states and territories in Region 1. The report was prepared in accordance with the ALRC/SO Final Technical Report Writing Guidelines, developed by NCEMMH.

Project No. 446AH50055
Contract No. 300-75-0043

FINAL TECHNICAL REPORT
NORTHWEST AREA LEARNING RESOURCE CENTER

Wayne D. Lance, Ph.D.
Project Director

University of Oregon
Eugene, Oregon

August 31, 1977

This project reported herein was performed pursuant to a contract with the U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official U.S. Office of Education position or policy.

Department of Health, Education, and Welfare
U.S. Office of Education
Bureau of Education for the Handicapped

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I. PROJECT FRAMEWORK

Project Background

The Area Learning Resource Center was located at the University of Oregon in Eugene, Oregon. The region served by the ALRC included Alaska, American Samoa, Guam, Hawaii, Idaho, Montana, Oregon, the Trust Territory of the Pacific Islands, Washington, and Wyoming, and was unique in many respects. Some examples ... The population of this area totals approximately 8,521,773 spread over a land mass of 1,081,633 square miles. Distances are great: Alaska is a fifth the size of the total 48 contiguous states, and the distance from Ketchikan to Attu Island is greater than the distance from New York to San Francisco; the 2,140 islands of the Trust Territory of the Pacific cover an area larger than that of the continental United States; the distance from Eugene, Oregon to Guam is approximately 6,000 miles, from Eugene to American Samoa, over 5,000 air miles.

The school age population of this service region is in excess of 2,000,000 children, with approximately 70,000 teachers. The number of reported handicapped children is about 118,150, served by at least 4,976 teachers of the handicapped. The actual numbers of handicapped children are probably much greater, as in many remote areas there are children with handicapping conditions who have not been identified.

The area presented other problems affecting service delivery to its handicapped children. Languages are diverse; at least nine distinct native languages are spoken in Micronesia alone. Special needs of Indian children and other native populations add to the complexity of adequately serving the handicapped. There is great cultural variety within the service area which must be taken into account when addressing needs. Finally, much of the region is characterized by rural, isolated districts.

The special services personnel directly responsible for services to handicapped children in each of the ten states and territories in region 1 were consulted before the project began regarding specific needs which could be addressed under the project's workscope. The major needs identified can be summarized as follows:

> A need exists to improve and further develop intra-state systems to deliver materials support services directly to handicapped children and their teachers, parents and others working with the handicapped. Such services include dissemination of materials information, loan of materials and inservice preparation for teachers related to the selection and use of materials.
>
> A need exists to locate educational technology training packages, classify them according to appropriate competency-based criteria, and disseminate information about these materials to trainers who have identified specific needs. The development of materials when they do not already exist is also a need that must be addressed.

Project Philosophy, Goals, and Objectives

The Area Learning Resource Center's approach to service delivery has been to assume a facilitative role. By helping clients articulate their needs, the Center was able to delineate areas in which ALRC services could most appropriately be targeted. The process of analyzing and clarifying the states' expression of their needs enabled the Center to respond to them in the most timely manner possible. Emphasis was placed on making the most efficient use of resources available by viewing each state's service delivery system as a whole with inter-relating parts. The ALRC's assistance in meeting identified needs of the states worked toward filling the gaps in the system, thus enabling a more efficient functioning of the interdependent parts.

The Center's approach is also reflected in the decision to propose a joint working relationship with the RRC. From the onset of the contracts, the Area Learning Resource Center and the Northwest Regional Resource Center functioned together as a single resource system, even though the two had individual workscopes and different statutory bases. The concept of sharing staff members and operating under a common management system was recommended in RFP 74-8 and proved extremely successful in the northwest region. This success was most likely the result of a combination of the following factors:

1) the target populations, handicapped children, their parents and teachers, were the same for both centers;

2) the agencies receiving assistance, SEAs, LEAs, LRCs, and training agencies were the same;

3) the competencies of most staff members of the ALRC and the RRC cut across the workscopes of both centers. It was more common to find a staff member with background and training in working with a particular handicapping condition on all aspects of education (appraisal, programming, and media/materials selection and utilization) than to find specialists in only appraisal, or programming, or materials selection and utilization;

4) the merger resulted in savings in both SEA and project staff time. Rather than having representatives from the RRC and ALRC both making periodic contacts with SEA staff for negotiating and planning services, only one representative needed to be involved. Services were designed to cut across all appropriate elements of the workscope with relevant interfaces designated in the initial planning stage. Related travel and other delivery costs were also reduced.

The concept of a system implies that an internal group of components are interacting in certain ways to achieve certain ends. The components or elements of a system must not only interconnect in some manner but must remain in an interactive state over a period of time. As the ALRC and the RRC provided elements of services to client states over the past several years, the necessity for interfacing services between the two programs became more and more evident. This was at least partially due to the manner in which states organized and delivered services within their own boundaries, i.e., without regard to an artificial dichotomy between appraisal/programming on one hand and media/materials technology on the other. Thus, services offered by the ALRC and the RRC were more apt to be viewed as an interdependent sequence along a continuum as well.

This interdependency of services can best be described by way of illustration. Both the ALRC and RRC workscopes contained elements relating to "State Program Development." As RRCs assisted SEAs in preparing plans for appraisal and programming services within the state, it became clear that the concurrent efforts of ALRCs in assisting SEAs in preparing plans for materials support should not be conducted as a separate planning activity, or even as a totally separate administrative activity. Delivery mechanisms often involved the same intermediate and local agency, and in many instances, the same personnel. In addition, it was found that decisions made pertaining to materials delivery and information services, when made in isolation from planning for the selection, identification, assessment and programming for handicapped children, resulted in poorly articulated processes, such that there was little hope for evidence of an efficient system. Such divided planning, therefore, often resulted in the need to re-plan, and often to re-deploy resources and re-design organizational structures and operations at a later time.

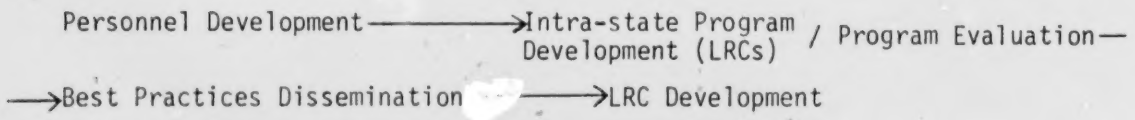
As a result of the Center's emphasis upon a full continuum of services for handicapped children and its own merger with the RRC, a natural outgrowth was the promotion of the learning resource center concept within states. These regional centers, in most cases, were responsible for acquisition, development and circulation of instructional materials for use with handicapped learners, and provision of educational appraisal and programming services to that population in a district or consortium of school districts. The potential of the centers to serve as statewide delivery systems was exciting and the Area Learning Resource Center's mission was to assist states in actualizing and improving their capacity to assure that all their handicapped children had access to adequate educational materials and the benefits of media and educational technology in a manner that met their learning needs.

The Center's goal of improving each state's intra-state capacity to meet its own identified needs and the magnitude and scope of those needs dictated, to a certain extent, the manner in which the NWALRC could respond with resources and services. So it was determined that the limited fiscal personnel and informational resources available to the Center, and through the Center to the states in the areas of

instructional materials and technology should be delivered to the most appropriate targets to insure the states' maximum benefits from resources invested. To this end, the Center has continuously worked in cooperation with its Policy Advisory Committee (composed of the ten State Directors of Special Education in region 1), and state clients to improve the targeting and delivery of services.

The objectives of the NWALRC were to provide the necessary support to implement state objectives. The fact that each state in the Northwest region is so very different from the others in population size, geographical size and configuration, languages of native populations, and levels of sophistication in providing special education services, meant that the Center could not project a single, specific model for the use of its resources.

In the early months of the project's operation, most states viewed personnel development as their priority need, consequently the preponderance of ALRC services related to inservice training and demonstration in the area of instructional materials. As working relationships were established and improved, the scope of services expanded to include technical assistance in intra-state program planning and evaluation, development of intra-state special education guidelines and regulations, and program evaluation, as well as continued inservice training and demonstrations. More recently, the states accelerated utilization of the Center's capability to provide services directly to referred handicapped children, to provide temporary support of SEA learning resources staff, to draw upon national resources for the relevant and timely impact of needed state-of-the-art and best practices information, and to conduct or support demonstration projects for the development and dissemination of exemplary practices. Evidence of a new trend in working relationships was noted in a shift on the part of several states from an emphasis upon services provided at the level of the SEA, to an emerging focus upon aspects of intra-state delivery system capability, including the development of LRCs:



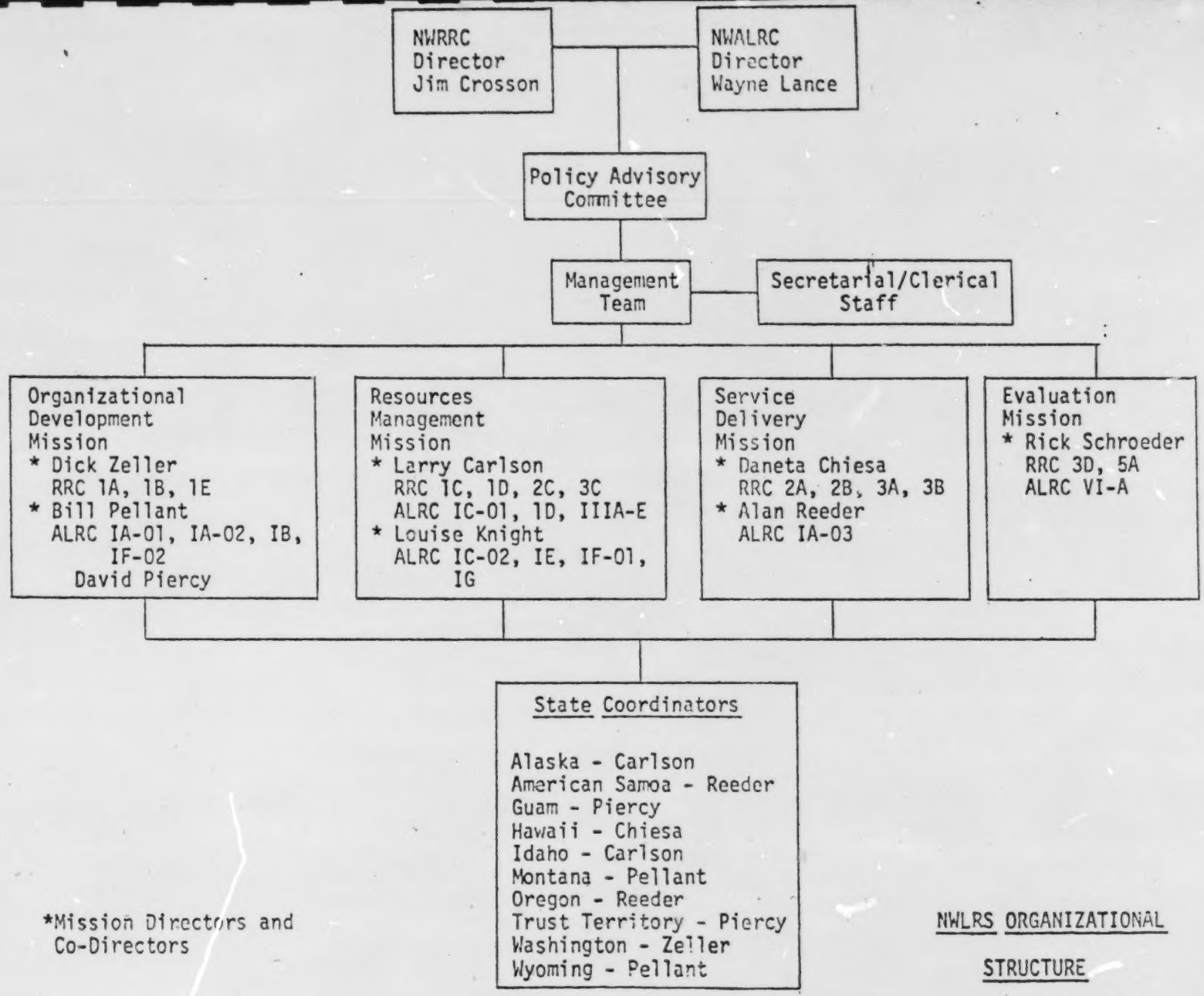
As a rule, NWALRC services appeared to be more judiciously selected and more effectively targeted in the third year than was the case in the early months of operation.

Project Organization

Throughout the contract period the Northwest Area Learning Resource Center and the Northwest Regional Resource Center shared a single organizational model and management system (see Project Philosophy, Goals, and Objectives, p. 3, for details). The system was designed to facilitate appropriate integration of resources and services in keeping with the "single system" Learning Resource System concept, and yet allow for independent expression of the workscopes of the two centers.

The ALRC operated under the full time supervision of a director, whose responsibilities included maintaining necessary relationships with administrative units of the University of Oregon, the Bureau of Education for the Handicapped, state special education personnel in the region, directors and staff of other regional centers and the national coordinating office and special offices of the ALRC programs. Through such liaison activities, the director was charged with maintaining the fiscal and program integrity of the respective centers through interpretation of external policies, practices and needs; goal setting and supervision of planning and program development; and monitoring of program costs and outcomes.

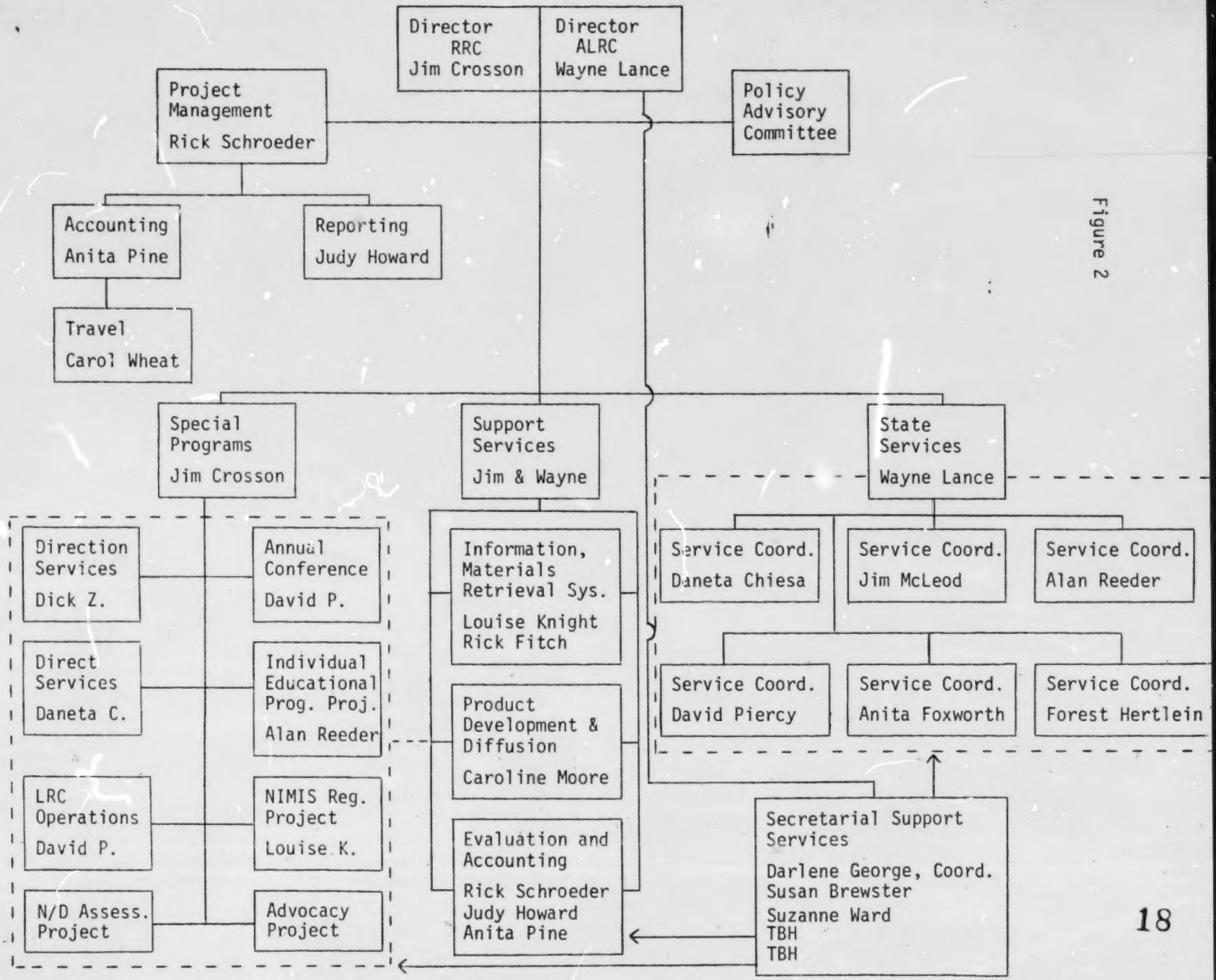
The NWALRC was originally organized into four major Mission Areas (see Figure 1). The System operated under the collective decision-making authority of a Management Team backed up by the directors of the ALRC and RRC, and a Policy Advisory Committee. Each Mission Area fed into regional services managed by State Coordinators, each of whom had responsibility for services development, delivery, and evaluation in one or two states. The four original Mission Areas (Organizational Development, Resources Management, Service Delivery, and Evaluation) were designed to serve two functions: (1) to provide within-Center leadership and direction in analysis, design and implementation of procedures needed for effective planning, implementation and evaluation of services to the client states; and (2) to identify and communicate "best practices" in the education of handicapped children and youth and facilitate the client states' selection of high quality services commensurate with these "best practices." When each of these functions entered a maintenance phase, the mission areas were restructured to permit more effective expression of staff interests and expertise in various aspects of program leadership. The result was an allocation of appropriate proportions of total staff time and effort across "Special Projects," as shown in Figure 2. Basic intra-Center administrative relationships remained unchanged. That is, administrative responsibility, authority, and accountability was distributed appropriately across the decision-making, coordinative, and operational components of the Center. Project Directors worked with the center directors and management team to specify standards and guidelines for programs; provide consultation, advice and assistance to state coordinators relative to the planning and implementation of regional intra-state services; develop evaluation and review techniques relevant to activity plans; and coordinate input of necessary data to the management information system.



*Mission Directors and Co-Directors

NWLRS ORGANIZATIONAL STRUCTURE

Figure 1


Director RRC Jim Crosson
Director ALRC Wayne Lance
Project Management Rick Schroeder
Policy Advisory Committee
Accounting Anita Pine
Reporting Judy Howard
Travel Carol Wheat
Special Programs Jim Crosson
Support Services Jim & Wayne
State Services Wayne Lance
Direction Services Dick Z.
Annual Conference David P.
Direct Services Daneta C.
Individual Educational Prog. Proj. Alan Reeder
LRC Operations David P.
NIMIS Reg. Project Louise K.
N/D Assess. Project
Advocacy Project
Information, Materials Retrieval Sys. Louise Knight Rick Fitch
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Service Coord. Jim McLeod
Service Coord. Alan Reeder
Service Coord. David Piercy
Service Coord. Anita Foxworth
Service Coord. Forest Hertlein
Secretarial Support Services
Darlene George, Coord.
Susan Brewster
Suzanne Ward
TBH
TBH

Figure 2

A Policy Advisory Committee, composed of the ten State Directors of Special Education in Region 1 and the directors of the NWALRC and NWRRC, functioned to assist the ALRC in the processes of decision-making relative to forecasting, planning, implementing and evaluating center programs. A three-member Executive Committee, elected annually by the Policy Advisory Committee members, assisted the Centers in immediate program decisions by giving representative input.

The sequence of processes employed to manage the ALRC program included determining needs; defining goals, objectives and strategies; forecasting; refining forecasts; and carrying out activities. This entire process was replicated on an annual basis (to coincide - for the convenience of agency directors - with the initiation of state planning activities), objectives were reviewed and outcome measures analyzed quarterly, and activities forecasts verified each month. This time frame was designed to insure the availability of desired information at the level of defining and re-defining goals. It also served to facilitate the center's compliance with the reporting requirements specified in the 1974 RFP for ALRCs, since the data specified will be routinely collected and analyzed as part of the quarterly assessment of outcomes.

Following is a listing of the professional personnel position titles and the major responsibilities of each position:

Project Director:

Maintain interface with university administrative units, RRC, other regional projects, NCEMMH, SOs, and consumer groups and agencies to insure program efficiency, effectiveness, and integrity.

Coordinate short- and long-range planning for center operations.

Contribute to the development of national, regional and intra-state media and materials systems for the handicapped.

Services Coordinator:

Coordinate the delivery of ALRC services to assigned states.

Plan, conduct and evaluate workshops and inservice training.

Information Services Coordinator:

Disseminate information on instructional media/materials techniques and services.

Assist SEAs in developing state consultant registry and service directory.

Provide information to SEAs about ALRC services and service criteria.

Diffusion Strategist:

Provide technical assistance to states in writing and designing needed public awareness and public relations materials.

Write, design, and produce information packages relating to ALRC special regional projects.

Evaluation Specialist:

Conduct objective, program, and project evaluations.

Develop management information system; monitor center activities.

Prepare reports to BEH/NCEMMH.

Maintain fiscal accountability and integrity.

II. STATEMENT OF WORK (9/1/74 - 5/31/77)

AREA 1: STATE PROGRAM DEVELOPMENT

Area 1: State Program Development

Element 1A: Assist States in Local and State Materials-Center Stimulation or Development

Introduction: Effort under this strategy was directed at the establishment of new Learning Resource Centers and expansion of services provided by existing centers. All states and territories in Region 1 have some form of regional media, materials and educational technology support system. In all but Hawaii materials support to teachers and districts is provided by learning resource centers. These centers are also known as Educational Resource Centers (ERCs), Special Education Materials and Training Center (SEMAT), and Regional Resource Centers (RRCs).

The geographic dispersity and scarcity of resources in Region 1 contribute significantly to the need for intrastate support organizations. Teachers frequently do not have access to or adequate training in the use of media, materials and educational technology required for educational programs appropriate to the needs of handicapped children. In many areas the low population density and limited funds prevent teachers from obtaining the needed materials. Often because of cultural diversity and low incidence of many handicapping conditions appropriate materials are not even available.

Learning Resource Centers in Region 1 generally offer training for teachers in media, materials and educational technology best practices, development and construction of teacher made materials, and they also operate materials lending libraries. Services provided by LRCs are focused on the support needs of teachers as they implement IEPs. LRCs have also been active in assisting the SEAs design and implement statewide materials distribution and training efforts. They provide technical assistance to LEAs in educational program development.

Learning Resource Centers have proven to be a viable part of the total state special education service delivery system. LRCs have done much to fill the technical assistance and service gaps attributed to geographic and fiscal constraints. For these reasons the states and territories in Region 1 have targeted development and expansion of Learning Resource Centers as a top priority for Northwest Area Learning Resource Center services. Consequently considerable ALRC effort has been expended under workscope Element 1A.

Major Activities: Services provided under this element represented the continuum from conception through development and implementation to evaluation of learning resource centers. In three states (Alaska, American Samoa, and the Trust Territory), the emphasis has been on development of statewide materials support system and the establishment of LRCs. In the other states, services were concentrated on expansion of the scope and content of services provided by existing centers.

Alaska received assistance from the ALRC in developing a conceptual basis and plans for establishing regional support agencies in the state. When the SEA funded five Regional Resource Centers (RRCs), the ALRC trained new staff in the management and operation of media/materials support services. The Alaska RRCs also received assistance in writing yearly service plans. Evaluations of RRCs were conducted and staff were trained in techniques and strategies for continued formative evaluation of their centers.

In American Samoa the ALRC assisted in identifying the media/materials training needs of special education personnel. The results of this needs assessment led to a commitment by the SEA to expand services offered by its LRC (originally ASEIMC) to include more teacher training. The LRC was also charged with developing materials appropriate to the unique cultural and educational needs of Samoan children. The ALRC funded the Samoan LRC director's position and bought many teacher use instructional media and materials for the center. The LRC directors received extensive training in center operation, assistance in writing annual service plans, and procedures for evaluation of the LRCs services. The ALRC assisted the SEA in conducting impact evaluations of the ALRC. Consultation in materials adaptation and translation was another emphasis in ALRC services to Samoa.

In Guam assistance centered on expansion and coordination of the University and Department of Education LRCs. Operational and coordinated materials distribution plans were developed for the centers.

As Hawaii has no LRCs, development of media/materials support capacity was an SEA responsibility. The ALRC assisted in the development of media/materials program guidelines through collection of input from special services staff. Considerable effort went into planning statewide materials distribution services through the state Library Branch and the Library for the Blind. Assistance in development of Hawaii's Media Materials Delivery System Plan was provided.

In Idaho the ALRC assisted regional consultants in developing policies and procedures for operating a statewide LRC network. A "Manual for the Development of Local LRCs in Idaho" was written.

The ALRC assisted Montana in evaluation of five of its LRCs. LRC staff were trained in data collection, instrumentation and evaluation procedures. Centers received consultation in writing annual service and operational plans. Coordinated staffing plans were designed and assistance in establishing an LRC network was provided.

Four new LRCs were established in Oregon and received assistance in all areas of LRC activity. Operational plans were developed for each center, training of center staff in information services, materials collection and circulation, and conducting inservice training. Ten existing centers received technical assistance in operations and service planning. Three centers also received information and consultation on impact and service evaluation models and procedures. All LRCs took part in the field test of a model for within district materials sharing. An LRC network was facilitated through funding of LRC directors meetings and coordinated planning sessions. A statewide media materials information newsletter was established with ALRC financial and technical assistance.

The Trust Territory of the Pacific Islands received assistance in development and establishment of a Territory LRC (TLRC) and four satellite centers. Territory-wide plans for coordinated media materials services delivery and training were developed. LRC staff received training in all aspects of center operation.

In Washington Special Education Materials and Training Centers (SEMATs) received technical assistance in LRC operations. Materials were purchased for one new SEMAT. Staff were trained in LRC evaluation procedures and in conducting client centered evaluations. SEMAT operations and management manuals were developed and disseminated. Establishment of a SEMAT network to insure coordinated service planning was supported through funding and technical assistance.

In Wyoming the ALRC assisted in establishment of ten Educational Resource Centers. These centers were assisted in writing annual service plans. Center staff were also trained in LRC data collection and evaluation procedures and models. Media packages and information brochures describing ERC services were developed and disseminated. ERCs also received consultation in establishing a media materials information newsletter. The ALRC, in cooperation with the SEA, evaluated all Wyoming ERCs.

To facilitate state learning resource systems efforts the ALRC has developed "Four Steps to LRC Planning" and "An Approach to LRC Planning and Evaluation." Both documents have been used extensively by LRCs in Region 1 and elsewhere.

In response to needs expressed throughout the region, the ALRC developed, field tested, revised and disseminated "Operating Learning Resource Centers - A Manual." The manual is in two Volumes. Volume I contains suggested program operations and

step by step procedures for actuating the operations. Volume II contains examples and other aids indexed to Volume I.

Results and Conclusions: Learning Resource Centers have proven to be viable components of the statewide media materials support delivery system in Region 1. The LRCs are frequently the teachers only resource for training in and access to appropriate materials. LRCs have also proven to be effective coordination links in statewide efforts to implement P.L. 94-142. Learning Resource Centers in turn have relied upon the ALRC for technical assistance, training, information and consultation. No other organized support was available to LRCs as they developed and expanded services. The ALRC has assumed a facilitative role in the LRC development process, attempting to match available fiscal, technical and information resources with identified needs. The combined synergistic efforts of SEAs, LRCs, and the ALRC under this workscope element have had significant impact on "state materials center stimulation and development."

When the Alaska Department of Education assumed responsibility for areas previously served by Alaska State Operated Schools, the establishment of regionalized service agencies was a top priority. The ALRC's assistance to the SEA in design of a learning resource center model contributed to the legislatures eventual funding of five such centers. Technical assistance, training and evaluation services provided by the ALRC have led to common workscope and program definitions for Alaska's LRCs. The centers are all operational and are using the planning, management and program models and techniques developed by the ALRC.

The American Samoa Learning Resource Center has gone through a full development cycle. Early ALRC efforts led to the expansion of a special education materials center to a learning resource center. Teacher training needs identified by ALRC resulted in the development of annual plans emphasizing training in materials usage in addition to maintaining the lending library. As teachers began using more instructional materials it became evident that appropriate materials were simply not available. The ALRC's funding of the directors position allowed the LRC to focus on materials development and adaptation while continuing to train teachers. The ALRC also initiated efforts which resulted in intra-agency agreements to translate needed materials into Samoan. Due to changing service priorities and a lack of personnel the American Samoan LRC is once again a materials lending library. However, the essential training and materials development functions of the LRC are being continued by other SEA program staff.

Assistance provided to Guam's LRCs resulted in coordination of materials loan and training services between the centers. The capacity of each center to provide teachers with media, materials and educational technology services was increased as a result of ALRC efforts. The ALRC assisted the SEA in developing LRC plans which are now a part of Guam Special Education procedures.

Planning and technical assistance provided in Hawaii resulted in the development of a Media and Materials Delivery System model for the state. Although elements of the plan have been implemented, changing administrations and priorities in Hawaii have prevented total implementation of the MMDS.

The networking policies and procedures in Idaho has not received much use. The fact that there are only three LRCs in Idaho makes formal networking unnecessary.

In Montana evaluations conducted by the ALRC resulted in an increase in requests for LRC assistance from LEAs as they became aware of available materials and services. LRC evaluations were responsible for a modification in the distribution of support services and materials. LRC staff were shifted from areas where their skills were not required to areas where there was a critical need for their services. LRC evaluations were also used in legislative sessions which resulted in continued funding for LRCs.

ALRC efforts in Oregon resulted in the development of four new LRCs, evaluations of which show the centers to be viable service delivery agencies. Five other LRCs have, with ALRC assistance, expanded the scope of services offered to include beginning skills. Through joint service delivery with the Regional Resource Center, the ALRC has assisted four LRCs develop a full services resource system, offering media, materials and educational technology as well as appraisal and programming services. The state LRC information newsletter established with ALRC funds is now independent and continues to disseminate materials information to 2,600 individuals through the state LRC network.

Prior to the establishment of learning resource centers in the Trust Territory, teachers had only one source for materials and training - the Community College of Micronesia. ALRC planning and training resulted in the establishment of a Territory LRC and four satellite centers. First year operational plans and activity sequences designed by the ALRC were implemented in all centers. The LRC network now has the capacity to conduct its own training.

Materials and training models developed with ALRC assistance are being used by all the LRCs. The LRC network is also integrated with the Community College special education program so all teachers in the Trust Territory will receive training in media and materials usage.

ALRC materials center stimulation efforts in Washington led to the establishment of the SEMAT Network. A workscope outlining common SEMAT roles and functions was developed and adopted. SEMAT evaluations and other assistance resulted in the development of a statewide plan for SEMAT services. Materials purchased for a new SMSA SEMAT resulted in increased media materials services to teachers. Evaluation procedures developed by the ALRC and used in conducting SEMAT evaluations have been adopted. A SEMAT operating manual developed with ALRC assistance is currently being used by the centers. Center staff trained in evaluation procedures have helped the SEAs and LEAs design and conduct program assessments.

ALRC services to Wyoming facilitated the establishment of ten Educational Resource Centers (ERCs) throughout the state. ERCs implemented annual plans developed with ALRC assistance. The centers adopted ALRC designed data collection and evaluation procedures. An ERC network has been established. The results of ALRC conducted evaluations show that the ERCs are operating very effectively.

The ALRC developed manual for operating LRCs has been disseminated to and is used by all LRCs in the region. Many requests from outside the region for the manual have been honored. Users have found the manual very effective in facilitating their efforts to improve and expand LRC services.

Recommendations: LRCs have greatly facilitated states' efforts to provide appropriate services to handicapped children. The success of learning resource centers in meeting the media, materials, and educational technology training and support needs of teachers demonstrates their viability as regional service agencies. In many parts of Region 1 teachers have no other source for information, materials and training.

Experience has indicated that staff turn-over in LRCs is relatively high. This is at least partially due to the uncertainty of local, state and federal funds from year-to-year. While LRCs have demonstrated their effectiveness in providing services to teachers they still are a lower priority for the assignment of funds than direct services to handicapped children in the form of teachers' salaries.

For this reason, federal support of regional services designed to train and provide technical assistance to LRC staff is essential. It is not being suggested that BEH provide direct financial support to LRCs, but rather indirect support in the form of training and technical assistance. Without such outside support, many states may be unable to maintain a viable system of learning resource support.

Area 1: State Program Development

Element 1B: Provide Technical Assistance to SEAs in State Planning of Intrastate Materials Services

Introduction: Effort under this element was directed at state planning of learning resource center services. The ALRC provided technical assistance to SEAs in needs assessment, long range planning and networking. Materials support needs in Region 1 are primarily addressed by LRCs (see 1A), so most state planning activities focused on integration of these centers into the statewide special education delivery system.

Major Activities: The level of coordinated statewide media material support services varied throughout the region. In some states support services were established and operational, resulting in an ALRC emphasis on coordination and networking of service agencies. In other states where no statewide delivery system existed the ALRC worked with the SEA in identifying materials needs and developing plans for addressing those needs.

In Alaska the ALRC provided technical assistance and consultation to the SEA in development, revision and implementation of guidelines for media, materials and educational technology services in the state. The guidelines were incorporated into Alaska's Special Education Handbook.

American Samoa received assistance in the design and conduct of a materials needs assessment. The ALRC then helped the SEA develop a plan for media materials services which called for the establishment of a learning resource center.

The Guam SEA received technical assistance and financial support in conducting a review of the media materials components of its total special education program. Assistance in the development of an LRC planning document was also provided.

In cooperation with the Hawaii SEA, the ALRC developed a plan for a Media Materials Delivery System to be operated through the State Library Branch. Assistance in developing learning resource system services was also provided to Library Branch staff to help them implement the MMDS plan.

The ALRC assisted Idaho in the development of a state plan for LRC services.

The ALRC assisted Montana in developing a state plan for intrastate materials services. Statewide plans for learning resource centers were developed with a focus on common workscopes and services. Assistance in procedures for collecting information on available state resources was also provided.

The ALRC supported the development of an LRC network in Oregon by providing funding and consultation to an LRC directors planning committee. Assistance to the committee in developing state LRC plans was provided. The committee also received assistance in identifying and correlating existing resources in Oregon with state LRC development needs.

Services to Washington focused on developing a state plan for materials centers. Assistance in implementation of the plan and subsequent evaluation of SEMAT services was provided under 1A. The ALRC also helped revise the state media materials plan. Technical assistance was provided in developing a common SEMAT workscope and establishment of a SEMAT network.

The Wyoming SEA received technical assistance in developing an LRC model for intrastate delivery of media materials services. Plans for statewide LRC implementation were then developed and implemented under 1A.

The ALRC developed media material services program matrices to support 1B activities. The models were based on the Full Services Planning Guide (NWRRC, NWALRC) and included suggested media materials program operations and activities for each level of the state delivery system. These planning aids were used extensively in Montana and Oregon to develop state LRC plans.

Results and Conclusions: Many of the states in Region 1 had some form of materials support remaining from the SEIMC program. Typically, the SEIMCs offered some training and materials loan services. The emphasis of their services was at the district level and they were viewed as local support units.

Through needs assessments, many conducted by the ALRC, states recognized the need for integrating materials services into the total special education delivery system. The assistance states received under this element in designing models and developing state materials plans has contributed significantly to the establishment of learning resource center networks in the region.

Planning and LRC model development services to Alaska led to the establishment of five learning resource centers in the state. The state LRC plan was instrumental in obtaining legislative support and funding for the program. The media materials guidelines, developed with ALRC assistance, have also been incorporated into the state's Special Education Handbook.

The needs assessment conducted in American Samoa resulted in a decision by the Department of Education to establish a LRC to serve and train special education teachers.

The program review and analysis in Guam led to the inclusion of LRC services as a part of all special education programs. In addition, a need to coordinate the service efforts of Guam's two LRCs was recognized and incorporated into the special education plan.

Changing priorities and administrations in Hawaii has delayed implementation of the MMDS plan. However, State Library Branch staff have been trained in media materials support and are implementing portions of the plan.

The Idaho state LRC plan served as a stimulus for further development of media, materials and educational technology support services in the state.

The Montana LRC program is being implemented and operated according to the state plan developed with ALRC assistance.

Oregon now has a firmly established LRC Network. The individual centers are operating under a common workscope and provide similar services to clients. The Network has also become a viable resource for statewide implementation of P.L. 94-142. Ten of the centers have expanded to include the full array of media materials and appraisal and programming support services.

ALRC assistance to Washington has resulted in the establishment of a SEMAT Network with a common workscope and functions. The SEA now relies on the network to conduct training, needs assessment and program evaluations in the state. Media and materials services have been incorporated into the state special education plan.

The LRC models developed in Wyoming have led to the establishment of twelve new Educational Resource Centers. Funding for ERCs has been incorporated into the districts basic foundation grants. The ERCs network is becoming an effective materials delivery system.

Recommendations: The needs assessment, model development and planning services the ALRC was able to provide under this element have proven to be very effective in facilitating state program development efforts. Without ALRC assistance the rapid growth of integrated media materials services may not have occurred. State

planning for learning resources delivery is not a one-time activity, but rather a dynamic process that adapts to changes in state needs and the implication of new legislation at both the state and national level. Few states are able to acquire and maintain an adequate number of qualified persons to assist in such planning. This planning is dependent upon persons knowledgeable as to advances in information and media resources at the national, regional and state levels and skilled in planning and system design. For this reason it is recommended that the federal government continue to support such technical assistance for the SEAs.

Area 1: State Program Development

Element 1C: Provide SEAs and LEAs Consultation on Educational Technology of Special Education Materials Usage

Introduction: Effort under this element consisted primarily of individual consultations with SEA, LEA and LRC staff regarding special education materials and techniques for using the materials. By virtue of its position within the national network, the ALRC had access to information on materials, retrieval systems, materials evaluation, training and a host of related areas. As states, districts and LRCs developed and implemented materials support systems, a myriad of questions and concerns would arise; the ALRC became the focal point for their resolution.

Major Activities: The ALRC established procedures with states for handling consultation requests. All SEA and LRC requests would be responded to within available resources, LEA requests to first be channeled through their local LRC. If the LRC was unable to provide the consultation the ALRC could be contacted. Consultation services back to the LEAs were coordinated through the LRCs. In this way LEAs came to rely on their LRCs for assistance. LRCs in turn became more aware of needs of their clients and became more proficient at providing services.

Consultation requests were handled by staff and frequently be experts in the content area of the request. Consultation assistance was delivered by telephone, information searches and analysis, and on-site visits by staff and consultants. Generally the consultation involved only one or two days of time, although more involved consultation services were provided to four states.

In Alaska three new LRCs received on-site consultation assistance in procedures for information dissemination, materials cataloguing and retrieval systems. On-site consultations to teachers implementing System FORE were also conducted.

Hawaii's special education teachers and program staff received consultation assistance in science materials for mild and moderately handicapped children. Teachers of the moderately handicapped received consultation in systematic instruction techniques. The SEA received consultation and technical assistance in an evaluation of the PMRS materials retrieval system.

Each of Idaho's three LRCs received consultation in center operations, materials selection and evaluation. Consultation was provided to the SEA in identifying media, materials and educational technology competency requirements and to SEA and LRC staff in systematic instruction. One LRC received assistance in development of a slide-tape show demonstrating application of System FORE.

The Montana SEA received consultation in the development of a summer Special Study Institute for training regular and special education teachers. The SEA also was provided consultation assistance in designing a staff development and training program for LRC personnel. The ALRC assisted the SEA in analysis of various instructional/ materials matching systems.

Results and Conclusions: Consultation has proven to be an effective form of assistance to the states. Generally, SEAs, LEAs, and LRCs need for such assistance is short term and not predictable, making it extremely difficult for states to establish consultation support mechanisms. The need for assistance typically arises as a program is being implemented or a decision is about to be made. The ALRC's easy access to experts and information has allowed it to meet the states consultation needs quickly and effectively.

Consultation provided to Alaska LRCs resulted in the implementation of common materials cataloguing procedures, allowing the centers to share limited materials. System FORE implementation efforts were facilitated as teachers received individual follow-up assistance.

Hawaii has now adopted the "Me Now" and "Me and My Environment" science curriculum. This is the first time handicapped children will receive training in science. Evaluation of the PMRS found that the system was appropriate for only one district preventing the SEA from expanding use of the system and stimulating a search for alternatives.

Consultation to Idaho in identification of media, materials and educational technology requirements was reported to the State Teacher Certification Committee and was incorporated into new special education certification requirements. Consultation in development of a slide-tape show has resulted in System FORE awareness packages for use by districts contemplating implementation of System FORE.

The outcome of consultation services to Montana were incorporated into the Special Study Institute and LRC staff training.

The procedures used for obtaining consultation services from the ALRC appear to have been effective. A marked decrease in requests from LEAs was noted as requests from LRCs increased, indicating that LRCs were better equipped to handle LEA requests. The content of requests also changed from consultation on specific materials in the beginning to an emphasis on materials matching and retrieval systems in the last year.

Recommendations: The variety in scope and content of consultation requests indicate that SEAs, LEAs, and LRCs all need some source of short term expert assistance as they develop and implement new programs and procedures. The ALRC's access to other national programs, R & D facilities, and expert consultants allowed it to provide assistance that the states would not have been able to do alone. The unpredictability in timing and content of consultation needs prevent states from establishing effective consultation programs. However, an ALRC serving many states and having access to material resources can efficiently and effectively fill the states consultation needs on a short and long term basis. Therefore it is recommended that BEH continue to provide support to SEAs through some form of national or regional centers or agencies. Such support should insure that the staff are enabled to maintain a high level of expertise in order that they can in turn assist LRCs and SEAs.

Area 1: State Program Development

Element 1D: Develop Capacity for Conduct of (or Participation in) Media and Materials Conferences and Workshops

Introduction: Special education teachers in Region 1 generally have not received much training in media and materials. The emphasis on appropriateness of educational programs and the requirements of IEPs have created a need to train teachers in new media, materials and educational technology. The large geographic dispersity in Region 1, a relatively low population density and scarcity of training programs exacerbates this need.

Training programs offered by teacher training institutions are predominately preservice with few inservice components. Although over time the gaps between available and needed training will narrow, teachers have immediate needs for inservice training in media, materials and educational technology. In Region 1 the learning resource centers are the most viable resource for filling the training gap.

The ALRC has attempted to meet the training needs of teachers through direct ALRC conducted workshops and indirectly by training LRC personnel to conduct workshops.

Major Activities: The content of ALRC conducted workshops varied among and even within Region 1 states and territories. However, in most cases training provided was coordinated with other state program development efforts.

In Alaska the ALRC conducted workshops for SEA, LEA, and LRC staff on implementation of the System FORE materials matching program. One area of the state received concentrated training in media and materials for vocational education. In support of new program efforts in Dillingham the ALRC provided intensive training in materials for use in vocational education and learning disabilities programs and in System FORE. Follow-up workshops on classroom implementation of System FORE were also conducted. Workshops training LEA and LRC staff in media and materials in support of P.L. 94-142 were conducted throughout the state.

The workshops conducted in American Samoa focused on all aspects of materials support. Teachers and program staff were trained in materials selection, usage, adaptation, construction and purchase.

In Guam the ALRC provided training and technical assistance in System FORE as a media and materials retrieval system. The LRC directors received intensive training in LRC operations. A summer training program in media and materials was conducted. Assistance in developing the training component of a model program was also provided.

SEA and LEA staff in Hawaii were trained in media, materials and educational technology for the severely and multiply handicapped. Workshops were also conducted to train teachers in Hawaii's Program Standards.

In Idaho the ALRC conducted workshops for LRC and LEA personnel in media and materials for the mild and moderately handicapped. Workshops were conducted on System FORE, individualizing instruction and instructional management systems. Teachers of the Deaf and Blind and severely handicapped were trained in materials usage.

The ALRC conducted workshops on materials for use with learning disabled children in Montana. Eleven LRC teams were trained in System FORE, follow-up assistance was also provided. Two regions of Montana received training in teacher made materials for use with low incidence children. Workshops on materials to support the Child Study Team process were also conducted.

Workshops for trainers on System FORE implementation were conducted throughout Oregon. Follow-up workshops in System FORE were provided to over forty districts. A statewide conference on methods of correlating materials resources and child needs was conducted. Workshops were provided on teacher made materials, establishment of classroom learning centers and materials for deaf education. Other workshop topics included classroom management and organization, Distar, and language materials.

Trust Territory teachers of mildly and moderately handicapped received training in materials usage. Itinerant teachers (teacher trainers) were trained in systems and techniques for matching materials to educational programming requirements. Teachers of the hearing impaired received training in the development and adaptation of instructional materials.

Workshops conducted in Washington focused on training SEMAT personnel in strategies for designing, implementing and conducting materials related training. SEMAT staff were also trained in materials matching and retrieval systems including NIMIS and System FORE. Workshops in media and materials for deaf and language disabled children were conducted.

In Wyoming workshops were conducted on System FORE use and implementation. Teachers and ERC personnel were trained in teacher made materials, audio-visual materials construction and use, and vocational education materials. Many workshops on media, materials and educational technology were conducted throughout the state.

The ALRC augmented workshop training by conducting three annual conferences for LRC personnel from each state. The conference focus changed each year as LRC needs changed. The first emphasized LRC operations, the second conference focused on LRC support to state full services implementation effects, and the third was on services for the severely handicapped.

Results and Conclusions: In most Region 1 states the capacity to conduct the needed short term inservice training programs independently simply did not exist. SEAs were faced with competing demands on already over committed funds. LEAs were not able to establish new inservice programs in media, materials and educational technology for their relatively small population of special education teacher. Learning resource centers were heavily engaged in organization and program development efforts and typically lacked the funds and personnel to provide much training.

The ALRC's services in conducting workshops had three major benefits to the states; immediate training needs were addressed, LRC personnel were trained in designing and conducting workshops, and many of the ALRCs training efforts resulted in the implementation of new materials delivery and matching systems and procedures.

In Alaska, ALRC training of Dillingham and Ketchikan personnel resulted in the implementation of System FORE in these districts. Also, several persons in Alaska now have skills necessary to train others in System FORE. Workshops in Anchorage led to the establishment and expansion of a program for the severely handicapped.

In American Samoa the purchase of and training in child use materials and educational technology has accelerated the provision of educational support services to exceptional children. Pre-post child change data demonstrates an improvement in academic behavior of children as a result of improved teaching methods and the incorporation of materials into the educational programs.

A model program for the hearing impaired was established on Guam. Teachers now receive inservice training through the model program which uses materials and procedures resulting from ALRC workshops.

System FORE training workshops conducted in Idaho resulted in its implementation in three school districts. Learning Opportunities for Teachers (LOFT) workshops resulted in the development of plans to organize the math curriculum into individual learning products. One district has committed resources to follow through with LOFT training.

As a result of training workshops conducted in Montana the state now has eleven teams of System FORE trainers. System FORE has been widely implemented in the state, the teams used to provide follow-up training to users of this materials matching model. The information presented in the Child Study Team workshops was used in subsequent training of team members in materials usage.

As a result of training and follow-up workshops conducted in Oregon, districts and LRCs throughout the state have adopted System FORE. Teams of System FORE trainers are firmly established in all parts of the state, providing additional assistance to users of System FORE. Sharing of materials among districts and LRCs has been facilitated by adoption of System FORE; districts also have a common format for selection and evaluation of instructional materials.

As a result of ALRC workshops, itinerant teachers in the Trust Territory have skills necessary to train special education personnel in media, materials and educational technology usage and materials matching systems.

Workshops on the design and implementation of media and materials training in Washington has resulted in internal capacity to conduct training. SEMAT personnel are now providing workshops in media, materials and educational technology without ALRC assistance.

In Wyoming, workshops conducted by the ALRC resulted in seven districts implementing System FORE. The audio-visual workshop led to the hiring of an audio-visual person to train others in the use of videotape and other media. Teachers throughout the state are making their own materials as a result of training received in workshops.

Recommendations: The most frequently identified problem in the delivery of services to handicapped children is a lack of appropriately and adequately trained personnel. Although teacher training institutions in Region 1 are revising their course offerings to meet the emerging needs of special education personnel, these programs are generally preservice. The ALRC has proven to be an effective vehicle for meeting the immediate inservice materials training needs of teachers, while at the same time training LRC personnel to assume this vital role. Over time, the emphasis of ALRC conducted workshops has changed from one of training teachers to training others to train teachers. This diffusion of training through workshops is felt to be critical to successful and timely implementation of free appropriate education. It is recommended that BEH plan and implement procedures to provide colleges and universities

with resources, both financial and human, to conduct systematic and continuing inservice training to LRC staff members who in turn can train educators within their respective service regions. Without such federal assistance it is doubtful that LRC staff will be able to maintain the necessary level of expertise to adequately serve their clients.

Area 1: State Program Development

Element 1E: Devise and Execute Plan for Dissemination of Child-Use Instructional Materials-Related Information to SEA-Designated Recipients

Introduction: Since the ALRC was to move in the direction of providing information about child-use materials rather than providing the materials themselves as was done under the old SEIMC program, it was necessary to provide the SEA and their designated recipients with information about available resources, to assist them in designing and setting up environments for storing materials and materials information, to keep them abreast of the most recent materials and materials resources through an ongoing system of dissemination, and to provide models of record keeping systems and controls.

Major Activities: Search activities were initiated to identify those organizations, programs and systems that would provide the best resources for information relating to child-use materials. These resources were all contacted via telephone, correspondence, or personal visit to gather more specific information and descriptive materials covering the organization activities and services as well as the kinds of child-use materials or materials information that could be provided. A system was designed to store this information, in a variety of forms.

After the information had been acquired, processed and stored, and it was found that both the information and the system for utilizing the information were viable, information memoranda were sent to SEAs and SEA designated recipients (LRCs) suggesting a data-gathering system for acquiring similar materials and providing evidence as to the workability of the system as set up at the regional level. In some instances, staff went out to the field and assisted personnel at both the SEA and LRC levels in analyzing existing systems for efficient utility and/or in revising such systems or designing new systems to provide an initial and an ongoing capturing, storing, retrieving, and updating system.

A dissemination pattern was set up at the region, with appropriate recordkeeping forms being designed. Child-use materials information and information about agencies and organizations producing informational materials relative to child-use materials was acquired in bulk and forwarded to the SEAs and LRCs on a regular basis. Additionally, after having revised the flow and the recordkeeping systems several times at the regional level, information concerning the workability of these systems was disseminated to SEAs and LRCs with suggestions for adapting the ideas and the

forms to their own needs. Samples of all forms designed and system flow charts were provided at the same time.

A large segment of these activities centered around orienting SEAs and LRCs to the NIMIS data base and the child-use information services available both at NCEMMH and at the three specialized offices. Specific acquisition efforts were made to procure materials from these sources for dissemination to the field.

Regional information personnel traveling to the various LRCs or SEAs throughout the region always incorporated orientation and training in, and first hand information about, NIMIS, NCEMMH, the specialized offices, the NIMIS Thesaurus, etc. in an effort to divert the field dependency upon the regional office for child-use instructional materials information to (1) an awareness of the completeness and efficiency of the informational services provided at these national levels and (2) a greater reliability on their own abilities and organizations to set into motion acquisitioning, storing, retrieving and recording systems independent of outside assistance.

Results and Conclusions: Any of the LRCs asking for assistance in locating resources of child-use materials information and in developing systems for dealing with this kind of information usually modeled their own systems on that established at the region, with some adaptation to account for individual needs and organizational requirements. Those requesting specific assistance in this area had comparable, workable systems up and well established by the middle of the second year.

Therefore, the dependency pattern, established during the old SEIMC program and which was continued into the ALRC program, gradually began to dissipate about the second year as SEAs and LRCs became secure enough in their own organizational structures and search capabilities to use all the local, intermediate, state and national resources at their disposal before turning to the region for assistance.

The region received fewer and fewer direct requests from educator clients for information about child-use materials, as more and more confidence was acquired by this group in the capabilities of LRCs to provide such information and to assume a stronger role in the resources provider business.

Recommendations: In future cases when a funding agency desires a shift in responsibility for information providing from regional level to SEA level, and where so many entities are involved (such as

80 LRCs) a model should be established for information acquisition, storage, retrieval and recordkeeping at the regional level, but instead of regional people having to assist each SEA or each SEA designated recipient in designing, adapting or redesigning similar systems for their own use, (with much of this orientation and dissemination done for people at the management level), regional seminars or workshops should be provided (financed by the region) for training and orienting those personnel directly involved in the information gathering process. There could perhaps be a series of three or four "technical problems" seminars established for the sole purpose of educating a group of "grass roots" personnel at each one, with follow-up sharing sessions scheduled to acquire feedback and assist in the ironing out of "kinks." Such a system would be less costly and produce more efficiently run materials information resource programs in the long run.

Area 1: State Program Development

Element 1F: Provide Human Resources for Reinforcing State Staff in Media, Materials, and Technology Services Development

Introduction: In many Region 1 states SEA program staff are not equipped to advise the state on media, materials and educational technology service development. These program staff are usually experts in a particular handicapping condition, appraisal or programming but not in materials support system development. The rapid growth of needs for development of media and materials support services to teachers creates additional demands on limited SEA staff capability. Short term consultant services are useful in assisting the state identify and analyze various materials delivery systems but are not alone sufficient to implement materials services. The ALRC has addressed this problem by temporarily augmenting SEA staff in media, materials and educational technology services development.

Major Activities: Three states were provided with additional SEA under this element. In each case a subcontract between the SEA and ALRC was executed whereby the ALRC provided funding for a part time (.25 FTE) media and materials services development specialist.

In Alaska the materials specialist worked with LRCs and LEAs to identify media and materials support service needs. The specialist coordinated statewide efforts to design, develop and implement materials services. The specialist also provided technical assistance to LRCs and LEAs in implementing their own materials support systems. The specialist also identified LRC personnel training needs and coordinated training efforts.

In Hawaii the materials system coordinator assisted in the development of the state's plan for the Delivery of Media and Materials Services. Activities included design of various components of the plan, coordination of consultants activities and coordination of a field review of the plan. The coordinator also assisted in on-site conduction of ALRC workshops.

In Idaho the materials system coordinator worked with the state's three LRCs to identify materials service needs and coordinate the delivery of ALRC assistance to the state. The coordinator was responsible for the development of policies and procedures governing the intrastate use of state funds and services for the acquisition and development of instructional materials.

Results and Conclusions: The objectives of each subcontract under this element were accomplished. However, the limited funds available to each state (.25 FTE) restricted the scope of materials specialists service development activities. In all cases much of the individual's time was consumed in on-site coordination of ALRC

services to their respective states. Although coordination activities were very useful (and have subsequently been assumed by other SEA program staff) significant reinforcement of state staff did not occur.

Administrative problems delayed implementation of the temporary positions in all three states. The states found that it is extremely difficult to establish and fill a temporary position, particularly when funding could be guaranteed only for the one year life of the contract. In two states a third party had to accept the subcontract on behalf of the SEA.

Recommendations: The necessity for temporary support of state media, materials and educational technology development staff is very high in some states. However, unless significant funding (.75 - 1.0 FTE) and a long range (2-3 year) commitment to provide support can be guaranteed, this service vehicle is not feasible. It is recommended that future federal efforts at reinforcing state staff in media and materials areas build in a phasing mechanism to insure that the SEA is provided with a means to continue the service once federal funding is withdrawn.

Area 1: State Program Development

Element 1G: Act as the Inferface between the Locally Expressed Need for Materials Information and Materials-Loan and the ALRC/NCEMMH/SO Resources for Meeting such Needs

Introduction: The transition from SEIMCs (direct materials service orientation) to ALRC (indirect materials services orientation) created a need for an information-dissemination program to provide a bridge for those local clients accustomed to a direct materials retrieval to move up to the new system of providing information about materials only. Such an information/dissemination program also had to provide the link between local clients and the new agencies/programs that would be rendering the materials retrieval services under the newly funded ALRC/NCEMMH/SO/SEA structure.

Major Activities: A regionwide information dissemination program was launched, utilizing the old SEIMC newsletter mailing list and client register. This initial mailing provided clients with information about the termination of the SEIMCs and the initiation of ALRCs. A basic description of the kinds of information and information services that could be expected from the newly organized ALRC was provided.

Materials descriptive of the various programs and services offered at NCEMMH and the four specialized offices were acquired for dissemination to the region. These materials were mailed to clients in the region and distributed to clients locally. Concurrently, a response strategy was set up to handle the avalanche of correspondence which descended upon the new organization. Descriptive literature explaining the network and the functions of the various components was included in these replies.

Additionally, an information-gathering trip was made to the various segments of the sector, to acquire first hand information about and impressions of the organization and the activities of NCEMMH and the four specialized offices and the various roles of the information personnel.

Results and Conclusions: In less than a year's time, the volume of queries on the part of clients seeking assistance of the same genre as that under the SEIMC program decreased to only a few isolated letters from within the region. However, the out-of-region queries addressed to the SEIMC or requesting SEIMC type services continued at almost the same level. Presumably, this was an indication of weak orientation programs and dissemination activities in other regions. This theory is supported in part by the fact that ALRC information people in other regions contacted us for updates on NCEMMH/SO/SEA activities and services; as well as for assistance in understanding the structure and role of each

of the network components. Telephone and letter communications from that point on clearly demonstrated that the orientation program launched had succeeded. Clients no longer requested SEIMC type services, but asked resources-type questions and gave indications that they had followed protocol in seeking child-use materials needed.

Recommendations: A unified publicity program should be launched any time there is a changeover from one type of organization to another program of distinctly different nature. Such a publicity program could be accomplished by launching initially a "technical" meeting of all those personnel assigned to information/dissemination roles within the new organization. Such a "task force" could devise one single orientation program that would be carried out in all regions at the same time. An initial concentrated effort to assist clients and personnel within a new organization to understand the workings of the new structure would mean more efficiency in services rendered and a faster and more realistic arrival at short- and long-term goals (timelines) set out by the funding agency.

AREA 3: MEDIA, MATERIALS, AND EDUCATIONAL TECHNOLOGY TRAINING

Area 3: Media, Materials and Educational Technology Training

Element 3A: Help Regions' Trainers to Identify Media, Materials, and Educational Technology Training Needs

Introduction: Recent recognition of the necessity and desirability of expanding media, materials and educational technology in educational programs has led to an increase in materials training efforts. As states and training institutions attempt to develop materials training programs they frequently find that no specific statement of training needs is available. Services under this element were designed to yield materials training needs information.

Major Activities: Special education teachers in six states were surveyed to identify their perceived media, materials and educational technology inservice training needs. The results of the needs assessments were analyzed and presented to each state. Surveys were conducted in Guam, Trust Territory, Montana, Idaho, Washington and Wyoming.

Results and Conclusions: The results of the media, materials and educational technology assessment were used by each state to prioritize and develop inservice training programs.

In Guam the needs assessment report was used by the University of Guam to expand its special education program course offerings.

In Idaho the needs assessment resulted in the provision of inservice training in priority content areas to eight school districts. The information was also used in planning the content of Title VI-D Special Study Institutes.

In the Trust Territory assessment results were used to prioritize materials training offered by the Community College of Micronesia and district itinerant teachers.

Montana used the needs assessment data in developing Title VI-B and Title VI-D service plans.

The needs assessment in Washington led to the conduct of seventy training workshops around the state.

The Wyoming SEA used the results of the needs assessment to plan and develop special education inservice training programs.

Recommendations: Experience within Region 1 indicated that SEAs did not view Area 3, "Media, Materials and Education Technology Training" as a high priority area for the use of ALRC resources. This is not to imply that training *per se* was of low priority. To the contrary,

workshops and other training under element 1D was considered very important by all SEAs. What is evident, however, is that SEAs chose not to direct resources to colleges and universities within their states. This was distressing to ALRC staff who were committed to the concept of developing in-state capability and capacity to provide their own training in media, materials and educational technology. ALRC staff would have preferred to work more closely with institutions of higher education in order to assist them in assuming total responsibility for training. It is to be noted that several states did establish LRCs at colleges and universities and in those instances it usually resulted in added benefits to both preservice and inservice programs. It may also be assumed that some SEAs chose not to use ALRC resources in Area 3 because of a high level of capability already existent in the state colleges and universities.

It is recommended that future federal procurements require that a substantial effort be made between SEAs and college and universities to use federal resources to build up the capacity of state institutions of higher education rather than bringing in outside personnel to provide training directly to LRC staff and/or teachers within the state.

AREA 4: MEDIA AND MATERIALS INFORMATION SYSTEM

Area 4: Media and Materials Information System

Element 4W: Serve as an Intermediary Between States and National Information System

Introduction: The ultimate resource for information about child-use materials was to be the National Instructional Materials Information System (NIMIS), a computerized, online, interactive nationally accessible information system out of Ohio State University in Columbus, Ohio. After several years of delays, and hopes held out to SEAs, LRCs and educator clients, the system finally became a reality in early 1977. Designed to assume the role of a backup system for getting information about instructional materials when such information was not locally or regionally available, NIMIS, in the first nine months of its existence provided curriculum development capabilities, training, materials sources, and skills development support for educator clients in the field, who might otherwise have been unable to provide appropriate instructional support to the handicapped youngsters in their charge, and thus proved itself worthy of such a long wait.

Major Activities: As soon as the region was advised that NIMIS would become operational shortly after January of 1977, we launched a regional orientation program consisting of packets of descriptive brochures obtained from NCEMMH and explanatory materials which we aimed at the LRC personnel who would be responsible for accepting educator requests for materials information via NIMIS. The information provided in these packets was reinforced when information services personnel traveled to the field and explained in person the protocol to be followed, the rationale behind the procedures to be followed, and the expectations clients might safely be expected to harbor. Additionally, information services personnel provided short informative seminars at two professional meetings; the ASIS annual conference and the ERIC Tape Users Conference. At these two meetings there were many teachers from the region in attendance who were very interested in getting updated information about NIMIS. As a result, they were ready to utilize their LRCs as an intermediary between their local need and the region where the search request would be handled -- at first re-directed to NCEMMH and then responded to directly via the computer terminal located at the region.

As soon as we had received our computer terminal, two of our personnel were sent to Columbus to be trained by NCEMMH Information Services people in strategizing and interactive searching with particular emphasis being placed on the use of the specialized NIMIS Thesaurus.

Since it would be necessary to provide some training to LRC personnel in questioning strategies and intervention tactics in working with clients as well as to lend assistance in utilizing the various tools provided by NCEMMH in the preparation of an efficient search request, we asked our state coordinators to prepare correspondence advising SEAs of our intent. These letters stressed the importance of training these LRC personnel (both professional and non-professional), the necessity of acquiring specialized skills in working with this new and unique system, and explaining that time and money did not permit individual training sessions. It was suggested that SEAs select some statewide happening -- a meeting or conference, etc. -- at which the appropriate LRC personnel would be in attendance as the environment within which the training would take place. No letters were sent to the Pacific States inasmuch as Hawaii did not have any LRCs and it was unclear as to just which entity there would assume the responsibility for screening search requests; and it was considered too costly to train in the other Pacific areas. Montana, not receiving services at the time, was not contacted.

Alaska was the first to respond positively and with definite dates set up for the training. Wyoming was next to respond with definite training dates scheduled, but later had to cancel because of various conflicts. Although we attempted subsequently to set up a training schedule, we met with no success, and Wyoming finally decided to "wait until next year."

Idaho responded positively and asked that their training be delayed until an awareness presentation could be made at which time they would decide whether they wanted the training or not. This awareness presentation was made by our information personnel but although Idaho responded favorably to the information received, they did not pursue the NIMIS training offered.

Washington then responded positively and with definite dates set up for the training. Oregon responded last, at the end of the school year. After several abortive attempts to schedule the training, dates were finally agreed upon and the training set.

Montana decided to reinstitute ALRC services and as soon as the many problems and uncertainties incurred in this re-aligning were resolved, they set a definite date for the NIMIS training.

Results and Conclusions: Because we had laid the foundation for the NIMIS training by keeping states well informed of the progress of NIMIS and had sent them so much descriptive and explanatory materials, they were well versed in the workings of the system prior to training them in its use. Therefore, the training in each case went very smoothly.

Four states were trained:

The Alaska training was held in Anchorage on March 7, 1977 with fifteen persons in attendance.
The Washington training was held in Seattle on April 18, 1977 with twenty-three persons in attendance.
The Montana training was held in Helena on May 25, 1977 with eleven persons in attendance.
The Oregon training was held in Eugene on June 27, 1977 with sixteen persons in attendance.

Prior to each training session, a copy of the agenda was sent out, and participants were requested to bring actual search requests with them. Therefore, at each of these training sessions, participants had a realistic "hands on" task to perform in terms of preparing information needs requests in such a way that results would be "on target." In two cases, the Seattle and Eugene training sessions, we were able to set up terminals. This dimension of the training added much interest on the part of those being trained -- they were delighted and amazed at the rapidity with which their search requests were handled and astounded that they could actually return home with results in their hands.

The states that were trained earliest, Alaska and Washington, made the best use of the system. In addition to the search requests contributed at the training session, Alaska requested and we completed twenty searches. The bulk of these requests were in the areas of curriculum development, criterion referenced (non-biased) testing, basic living skills, and vocational education.

Washington requested an additional 32 searches, with the bulk of their searches being in parent education, curriculum development, reading and career education. The range was from pre-school to post secondary.

Montana asked for 17 additional searches with the greater portion of these being in the areas of curriculum development, IEP and individualized instruction, testing, reading, and ethnic-culturally disadvantaged.

Oregon provided another 16 search requests with an emphasis on curriculum development and sex education. The spread was from kindergarten through post secondary.

Although no training was accomplished in the Pacific area, search requests were received through our state coordinators with the following results:

Hawaii requested a search in the area of Language Arts for the Deaf and Blind; and the Trust Territory requested four different searches in the general area of vocational education -- mathematics, sex education, health and hygiene, and first aid and safety.

Supportive ERIC searches were strategized and sent to CEC for several of the states:

Alaska requested additional searches on criterion referenced testing and on Arts and the handicapped.

Montana asked for supportive searches in the areas of best practices in screening, assessment, evaluation, placement, and least restrictive environments.

Washington asked for ERIC searches in the areas of instructional objectives of individual and vocational living and in vocational training. They also asked for information on homebound instruction for the severely handicapped.

Oregon requested ERIC support-information on early childhood programs.

Many of the NIMIS searches requested by states centered around needs for materials information for instruction of multiply or severely handicapped, or blind or deaf, with few asking for information relative to learning disabled.

Although evaluation cards were forwarded with each search output, only a few cards found their way back to NCEMMH. The dozen or so cards returned to us by NCEMMH, however, showed that clients were very pleased with their search results, with an almost total score of "excellent" on relevance of search to request. Much of the credit for this high relevance score goes to those persons at the LRC level who were trained in search request and questioning strategy intervention techniques. The search requests we received from these people clearly demonstrated that they had profited from the training provided.

Recommendations: The training that was done at NCEMMH was accomplished by using the terminal and computer facilities available there. NCEMMH had direct access to the computer on campus in OCLC. This aspect of the training was fine, but when trainees returned home, they were faced with a retrieval situation a little bit different. Regional people were obliged to go through a time-share intermediary first before being able to get online to the Ohio State computer. This experience was naturally not included in the training at NCEMMH. Also, the computer response language when an operator did get through to the computer in Ohio was new and strange to operators.

Since these words or symbols were not self-explanatory, operators were often left in a quandary about whether or not to stay online or what responses they should make. We feel that the training should include (1) simulation of the dial-up feature to tymshare unit if that is to remain the channel through which searches are made, (2) a definitely scheduled follow-up training and review session on site at each of the places where terminals are installed by NCEMMH (or whoever the contractor might be) to assist operators in the period during which they are becoming oriented to the technology, and (3) a glossary of all the kinds of computer statements or symbols (and their translations into layman's English) that an operator might possibly anticipate being exposed to.

We found the NIMIS Thesaurus difficult to use, and received many complaints from the field reflective of our own views of its weaknesses. The format could be improved. What is sometimes very clear and forthright explanation to the composer, is not always understood by the reader in the same context. The Thesaurus is full of technical jargon with which the average person is unfamiliar. The various sections should be identified for rapid use by tabs or by section cuts and the explanatory paragraphs at the beginning of each section should be presented in clearer language with explicit examples.

STATE-BY-STATE SUMMARIES

Alaska

Services to Alaska from the ALRC grouped in three major areas: technical assistance to the SEA, assistance to LRCs, and workshops.

The SEA received assistance from an ALRC consultant in reviewing Alaska's guidelines for special education programs as they related to media, materials, and educational technology. The guidelines were revised as necessary and then adopted by the SEA as the Special Education Handbook for the state of Alaska. Another ALRC consultant, at the request of the SEA, compiled a mailing list of teachers, parents, legislators, special interest groups and related agencies, for use by the SEA and the LRCs in communicating information. Also included on the list are materials vendors serving Alaska - an addition of utility to LRCs in ordering materials.

Alaska LRC personnel were provided inservice training in implementing a "full services" model of actualizing regional media and materials support services. An NWLRC staff member spent several days at each of the Alaska LRCs assisting them in the development of a media and materials catalog, developing a system of operation that would allow for the smooth flow of information dissemination and retrieval. Technical assistance was also given in the preparation of a newsletter, and in the use of NIMIS. Finally, five LRCs were evaluated and recommendations made based on the outcomes of the evaluations. In each case, an LRC staff person was trained to be a member of the team evaluating the center.

Workshops supported by the NWALRC concentrated on classroom implementation of System FORE. Training was also provided to persons who would, in turn, train others in System FORE, thus increasing the likelihood of a spread-of-effects phenomenon.

American Samoa

The Northwest Area Learning Resource Center has assisted American Samoa in three major areas: LRC development and coordination; inservice training in educational media, materials and educational technology; and the acquisition of child-use and teacher use materials and media. No LRC existed in American Samoa until the 1974-75 school year. The NWALRC provided the initial assistance to gather and survey existing materials and to write the LRC operational plan and guidelines. At the end of the first year of operation, an LRC impact evaluation was conducted by the NWALRC. Conclusions drawn from this evaluation resulted in NWALRC contracted services for LRC coordination and revision of the operational plan. At the end of this second year of operation, the responsibility for LRC coordination was assumed by a Samoan staff person, who remains the coordinator at present. Samoan special education teachers increasingly use this center because of the variety of media and materials available from it.

Inservice training in educational media, materials and educational technology was designed to ameliorate deficiencies pinpointed in a training needs assessment conducted by a NWALRC staff person. Prior to this assessment, inservice training had been limited to a few materials as there was only a small number of materials available for special education teachers. It was further determined that many of the instructional staff did not know how to use or adapt the limited materials that were available. The special education staff and consultants identified a variety of materials and media appropriate for Samoa and the NWALRC purchased these materials for inservice training. Consultants provided direct instruction in how to use and/or adapt the materials. After the formal inservice training was completed, the materials were incorporated in the LRC collection and are now available for use with Samoan children. The NWALRC has also supported the cultural and linguistic translation of curriculum and materials for preschool handicapped. These materials will be used to train parents and teachers of normal preschool children as well. To further enhance this inservice training the NWALRC has supported the development of a professional library component within the LRC. No professional special education resource existed on the island before this time.

In summary, during the past three years, the NWALRC has been instrumental in establishing and operationalizing an LRC in Samoa. The LRC capacity to provide child-use materials has been greatly expanded due to ALRC purchases; and ALRC resources have almost solely established a professional teacher-use component. Needs assessment data provided by the NWALRC assisted in the systematizing of inservice training. As a result of this training, Samoan teachers have available and are able to use correctly a much greater variety of educational materials and media with handicapped children. Finally, one set of materials has been culturally and linguistically translated and now serves as the basis for the preschool program for handicapped children.

Guam

Major assistance has been provided to Guam in the development and ongoing operation of its LRC. The ALRC assisted in the conceptualization, planning, and direct operation of the center through the provision of training and technical assistance. As a result of these efforts, teachers on Guam will be able to retrieve materials through the use of System FORE. With the RRC, the LRC has been built into the total set of Guam Special Education Procedures.

The ALRC provided materials/media technical assistance to the deaf education program which, in close cooperation with the RRC, led to the establishment of a model program for hearing impaired.

The NWALRC (in conjunction with the NWRRC) also provided special education management consultation to Guam through a review of its operations. The review resulted in a series of recommendations, most of which were implemented: the centralization of special education authority, adoption of decision making procedures, the hiring of planning/management person to assist the Director of Special Education, the development of an inter-agency group to plan joint activities, and initiation of child find activities.

Hawaii

The Northwest Area Learning Resource Center has assisted Hawaii at both the State Education Agency and the Local Education Agency levels in the delivery of appropriate media, materials and educational technology for handicapped children. The NWALRC provided temporary .25 FTE staff to the SEA to coordinate the delivery of ALRC services to Hawaii. At that time the Hawaii SEA consisted of two administrative divisions, one responsible for administration of state funded programs and one responsible for administration of federally funded programs. A change in the organizational staffing pattern resulted in the collapsing of these two divisions into one unit, the Exceptional Children's Section. Since that change, ALRC coordination has been assigned to the staff appropriate to the objective. There are no apparent problems with these administrative arrangements, and services have been delivered efficiently. Moreover, there is better coordination of federally and state funded programming, resulting in increased quality and efficiency of direct services to handicapped children.

The NWALRC, in cooperation with the NWRRC, supported the ECS's efforts to provide field input to Hawaii's program standards and guidelines document. Sections of this document deal with media, materials and educational technology for each of the handicapping conditions for which Hawaii provides services. The completion of this document is mandated by the Hawaii State Plan. The document will institute uniformity in direct services across all districts in Hawaii and is available for public review.

Another activity affecting all districts was the adoption of a delivery model for services for severely and multiply handicapped in Hawaii. The ALRC supported the training of one SEA staff and two LEA administrators by Teaching Research. These three administrators were instrumental in establishing two onsite teacher training sites and thirteen direct service sites in Hawaii. Components of this model include appropriate media and materials for severely and moderately handicapped. All teachers may receive systematic training in the model at the local training sites: training coordination is provided.

A third activity resulted in the adoption of a science curriculum for mildly and moderately retarded children. Prior to this time no state-adopted science curriculum was available. Approximately fifty teachers have received the materials, "Me Now," or "Me and My Environment." Each teacher receiving either material has also received a series of inservice training sessions in how to use the material and how to train others to use the materials. As a result of this effort, all children served by these teachers will receive systematic instruction in science and will have individualized education plans prepared for them in the area of science.

The last system change reported here is in educational technology for the hard-of-hearing. Every hard-of-hearing child in Hawaii who can benefit from a Phonic Ear has received one. This is the result of a study funded by the NWALRC which showed high consumer evaluation of the device in two school settings for the deaf and hard-of-hearing. Parents, teachers, and children (consumers) were interviewed.

The NWALRC has supported the SEA in its reorganization. Efforts to coordinate state and federally funded programs have been facilitated. Program guidelines and standards were developed in part with the support of the NWALRC and the NWRRC. One entirely new program to serve severely and multiply handicapped children has been established across districts. One entirely new science curriculum for mildly and moderately retarded children has been adopted. One device for the hard-of-hearing has been made available to all children who can benefit from it. In summary, the NWALRC has facilitated change in state administration and leadership as well as direct service, including the provision of appropriate media, materials and educational technology for handicapped children.

Idaho

The impact of NWALRC services to Idaho has been demonstrated in several areas: 1) state planning of intrastate materials services; 2) consultation on educational technology of special education materials; 3) developing a capacity for conduct of media and materials workshops; 4) helping trainers to identify media, materials and educational technology training needs.

Under the workscope element of state planning of intrastate materials services, a consultant assisted the state in the development of a state plan for LRC services. Although this plan was significantly revised, it served as a stimulus to the development and the refinement of regional special education consultant services in Idaho.

Technical assistance through consultant services was provided to the SEA in the identification of media, materials and educational technology requirements for certified special education personnel. This information was reported to the state certification committee with the result that it was incorporated into new certification requirements and made policy in spring of 1976. Technical assistance was also provided to the Moscow LRC in the development of a slide tape presentation on the implementation of System FORE in a rural district in Idaho. This mediated presentation has been used throughout Idaho as an awareness tool for new districts who want to begin implementation of System FORE.

With ALRC assistance, the state of Idaho has been able to implement System FORE throughout the state. Early training efforts in Moscow and Boise provided the impetus for statewide implementation. Many districts are using System FORE as a means to developing the content of individualized educational plans. Further assistance from the ALRC aided the Moscow LRC in encoding its materials into System FORE. The encoding will enable clients to retrieve materials on the basis of System FORE objectives.

Another ALRC training activity which shows promise of impacting at the local district level is the LOFT training which occurred in Moscow in the spring of this year. Following that training, participants from two of the elementary schools made plans to begin organizing the math curriculum into individual learning packets. One of the administrators committed district resources to follow through with implementation. University personnel, who also participated in the training, committed manpower from students to assist in gathering all of the materials needed to individualize math.

Finally, ALRC resources were utilized to conduct a needs assessment to identify priorities for inservice training. The results of the needs assessment were utilized by the State Department to provide inservice training to eight school districts. The information also provided the State Department with a vehicle by which the content of the Title VI-D Special Study Institutes could be planned.

Montana

The impact of NWALRC services in Montana has been demonstrated in several areas: 1) local and state materials center stimulation; 2) state planning of intra-state materials services; 3) consultation on educational technology of special education materials usage; 4) developing a capacity for conduct of media and materials workshops; 5) helping regional trainers to identify media, materials and educational technology training needs.

In the area of local and state materials center stimulation, ALRC resources were used to evaluate LRC services. As a result of these evaluations, the LEAs became aware of materials and services that were available, thereby increasing their usage of the LRCs. Other evaluations in 76 were responsible for a modification in the flow of support services and materials. Staff were shifted from schools in which their services were not as crucial to other schools where there was a critical need for the kinds of services LRC staff could offer. More importantly, the reports of the evaluations were used in legislative sessions to support the need for continued funding of LRC services. The SEA staff reported that the evaluations provided the key element in continued funding of LRC services.

ALRC resources were utilized in providing technical assistance to the SEA in state planning of intrastate materials services. Local and regional plans for LRC services were written with the result that the LRCs were able to specify how and when they would obtain the goal of full educational services for handicapped children. Additional ALRC resources provided for the development of a manual which was utilized by regional staff in targeting resources within the state which would meet the needs of their clients.

Technical assistance via consultation was utilized to assist the state in developing a document for selecting and for matching instructional materials to individualized educational programs. This document will be disseminated statewide and will provide a valuable resource for teachers who have responsibility for implementing IEP requirements.

Through the use of workshops on System FORE, the ALRC has assisted the state in developing instate capability for training. The model used was one of training trainers. The ALRC trained regional managers, who were then able to provide training for regional staff in five geographic areas covering the state. The state also received a Title IV grant to refine parts of the program so that LEA personnel who needed to acquire skills in selecting a sequence of instructional skills for an individualized educational program could be trained.

Other assistance was provided to one of the regions in defining the role, function and processes involved in the operation of a child study team. The information provided in training was later used in inservice training for other LEA personnel.

Finally, ALRC resources interfaced with RRC resources to conduct an analysis of the training needs of regular and special educators. The data yielded useful information which was utilized by the state in writing its program plans for Title VIB and VID.

Oregon

Oregon targeted the majority of its ALRC resources toward increasing the effectiveness of the state's Learning Resource Centers. Ten new LRCs received technical assistance from the ALRC in initial planning of services. Fifteen other LRCs and districts participated in the field test of a new concept and process for sharing material resources within a district. In these districts, existing instructional resources were correlated or encoded to System FORE skills, entered on a materials list, and procedures were developed for circulating the materials. Several LRCs received assistance in conducting internal and impact evaluation of their Centers.

The Northwest ALRC participated with Oregon's Learning Resource Centers in the development and implementation of a statewide "network" of LRCs. With ALRC assistance, a task force developed a paper and a service matrix which provided the concepts for a state Learning Resource System. The network was then able to develop criteria for the use of ALRC services in line with the needs of the state's Learning Resource Centers. The LRCs also used their combined expertise to make recommendations on the development of the state special education plan.

A prime use of ALRC resources was in the provision of workshops. Seventeen workshops were given relating to the use of System FORE as a means to individualize instructional practices. Nine additional training sessions were held to prepare persons to implement System FORE and to train others to implement the system. As a result, LRCs and districts statewide are using a common system of tracking the skill development of children in basic skills from birth through high school and instructional materials are being correlated to that continuum of skills.

Technical assistance and workshop training was provided to Vocational Rehabilitation counselors, work experience counselors, EMR and TMR teachers, and special education administrators throughout the state in planning programs for mainstreaming and work experience for handicapped children.

Trust Territory of the Pacific Islands

The Northwest Area Learning Resource Center has worked very closely with the Trust Territory Department of Education in the conceptualization, planning, and development of a Trust Territory Special Education Learning Resource Center and a series of satellites in the districts. This assistance has included initial planning, development of an activity sequence for one year of operation, development of center designs, and the training of personnel, all of which have been implemented by the Trust Territory. Assistance to the Trust Territory Special Education Learning Resource Center has culminated in a subcontract through which four satellite centers were developed and specific training in media and materials have occurred for teachers of the hearing impaired, visually impaired, developmentally disabled and mildly handicapped.

The ALRC has also assisted in the development/adaptation of instructional materials and provided training to personnel prior to the Trust Territory Special Education Learning Resource Center's capability to do so.

Washington

Assistance provided to Washington State by the NWALRC has centered primarily on the design and development of intrastate materials center services. Initially, consultative services were provided to develop a plan for state materials centers. This plan was implemented by the state and resulted in the establishment of SEMAT (Special Education Materials and Training) Centers.

Through a variety of workshops, conferences, and technical assistance visits conducted by the NWALRC, personnel of the SEMAT Centers were able to increase their capability to provide services within their respective service areas: development of instructional materials, information services, media and materials workshops, and locating and matching materials to students' needs. In addition, SEMAT staff were trained to conduct needs assessments regarding materials and educational technology services and to perform client-centered evaluations.

The NWALRC has also facilitated the development of SEMAT Centers into a cohesive statewide Network. As a result of a series of technical assistance visits, a draft statement of SEMAT Center roles and functions within the Network was developed and adopted by the SEA.

The SEMAT Network has evolved into a viable resource to teachers of the handicapped within the state of Washington. Evidence of satisfaction was documented in a series of client-centered evaluations facilitated by the NWALRC. The SEA has increased their utilization of SEMAT staff for conducting training, needs assessments, and LEA program evaluations.

Wyoming

The Northwest Area Learning Resource Center's assistance to Wyoming in the development and operation of Educational Resource Centers spanned the three years of the ALRC's contract. Assistance was provided to operationalize the Centers, to design a data collection system, and to design and implement procedures to evaluate the ERCs. The effective operation of the centers over a three-year period resulted in an increase from one to eleven ERCs, and, ultimately, to the planning and establishment of a state-wide network of locally-based centers which would serve to amalgamate the major resources needed to educate handicapped children and to coordinate their delivery to meet the specific needs of the children and their teachers. Other areas of assistance from the ALRC included printing of ERC newsletters; information services to parents, students, and teachers; and numerous workshops dealing with teacher-made materials, System FORE, use of A-V equipment, vocational educational materials and methods, etc.

In other areas, the ALRC assisted the SEA in identifying and prioritizing the inservice media, materials, and educational technology training needs of Wyoming teachers of the handicapped. The survey results enabled the state office to identify the teachers' perceived needs on a statewide as well as a regional basis for planning the year's inservice programs. Technical assistance was provided by the ALRC to the SEA in analyzing the data and projecting needs as they related to media, materials and educational technology training activities.

III. CONCLUSIONS AND RECOMMENDATIONS

Summary of Major Project Successes/Impact on Special Education Delivery Systems

The major successes of the ALRC are indicative of the efficacy of a technical assistance model which is specific in its targeted scope of work yet flexible in the manner in which assistance can be delivered through state and local educational agencies. Each of the client state agencies was keenly aware of the mission of the ALRC and there was widespread agreement that the concept of a media and materials delivery system is necessary to the achievement of a full educational opportunity goal. Because of limited resources, state-specific restriction on the use of state and local funds, and priorities other than media/materials selection, development and circulation, most states were unable to pursue these objectives without the availability of outside assistance. The ALRC was able to focus on a relatively narrow band of services, and do so with finite fiscal resources, yet could move quickly, unconstrained by within-state political and bureaucratic restriction that often apply to the use of state funds for new and innovative activities. This is exemplified by the large number of state and LRC plan and evaluation documents developed with ALRC assistance during the three years, by the relative speed with which a number of new LRCs were established and became operational, and the widespread acceptance and adoption of materials classification and retrieval systems. In many instances, a small investment of time and dollars by the ALRC resulted in a long range commitment and much larger investment of local and state resources in achieving the desired end.

Approximately 80 LRCs were in operation at the close of the ALRC contract period, yet few direct ALRC funds were going to support the operation of these centers. Inservice training of LRC and SEA staff in the selection and utilization of materials and in the adaptation and implementation of delivery service models appeared to be the necessary stimulus for these LRCs to maintain a viable operation.

The ALRC was able to mount a technical assistance thrust and respond flexibly because of a highly competent core staff, each of whom maintained competency by participation in the national media/materials network and by a dynamic information-acquisition process that made it possible for staff to be knowledgeable about state needs and then match these needs with available resources both from within and without the region.

Recommendations for Future Regional Efforts within the Present Workscope

Specific recommendations have been presented within each of the element-by-element sections and will not be repeated here. It is sufficient to state here that the project staff believe that evidence has been presented to substantiate the efficacy of a federally funded project aimed at providing technical assistance to SEAs and LEAs in the development,

operation and evaluation of media and materials delivery systems. Experience has shown that a relatively small Federal investment can have a large payoff in terms of services and training being provided to handicapped children and their parents and teachers through state systems of learning resource centers. Time will tell whether these services will maintain with minimal assistance from the newly funded Regional Resource Center or whether additional outside support is necessary.

ADDENDUM

LIST OF CENTER PRODUCTS

Howden, Mary. A Cross-Reference of System FORE to Ransom Plan, Wisconsin Design, Fountain Valley, and Instructional Objectives Exchange (IOX) Tests. Eugene, OR: University of Oregon, 1975.

The document cross-references the objectives of four instructional "systems" for teaching reading to System FORE. The use of this information can provide access to the many instructional materials and tests from the various systems.

Northwest Learning Resource System. An Approach to LRC Planning and Evaluation. Eugene, OR: University of Oregon, 1974.

This manual has been designed to aid local, state and area Learning Resource Centers (LRC) collect important data for the evaluation and documentation of field-based LRC services, and to highlight the need for coordinated planning between the state and local LRCs.

Northwest Learning Resource System. Full Educational Services for Handicapped Children and Youth: A Planning Guide. Eugene, OR: University of Oregon, October, 1975.

This document represents an attempt to construct a systematic representation of the concept of full educational services for handicapped children and youth. It is not intended as a model but may well serve as a stimulus to those who conceptualize such programs, or as a guide for those responsible for planning and implementation.

Northwest Regional Resource Center. Career Education for the Handicapped: A Resource Guide. Eugene, OR: University of Oregon, January, 1976.

This guide identifies representative types of Career Education resources which may be helpful to teachers and counselors in assisting handicapped students of all types, ages and grade levels with their career development. Those resources cited are not intended as all-inclusive or as the ultimate in Career Education and an attempt has been made to limit most of the published material cited to documents produced during 1974 and 1975.

Northwest Special Education Learning Resources System. Four Steps to Writing an LRC Plan. Eugene, OR: University of Oregon, 1974.

The purpose of this kit is to assist staff members of Learning Resource Centers write a plan for their center. The kit may be used by individuals working alone or as a part of a workshop activity.

Operating Learning Resource Centers: A Manual. Eugene, OR: University of Oregon, 1976.

The purpose of this manual is to assist local and regional learning resource center personnel in developing and implementing their programs with a minimum of outside assistance. This manual is divided into five (5) broad sections: (1) Planning and Evaluation, (2) Management, (3) Appraisal and Programming, (4) Materials Support, and (5) Personnel Support. Each is defined in terms of function, competency and task. The user is presented with considerations, questions that need to be asked before implementation, recommendations and step-by-step procedures.

Operating Learning Resource Centers: A Manual, Volume II: Examples. Eugene, OR: University of Oregon, 1977.

This volume accompanies Volume I. It presents examples and references and is coded in the same manner as the first volume for easy access.

Reeder, Alan. Contingency Management Applied to Inservice Workshop. Filmstrip. Eugene, OR: University of Oregon, 1977.

This filmstrip provides a specific model for conducting inservice training that illustrates a classroom management system appropriate for exceptional children. The presentation demonstrates how to establish and communicate the outcomes to be achieved from inservice training, how to break training into learning cycles, and how to utilize contingency management principles in routing students through learning activities. The filmstrip emphasizes the use of various learning experiences in conducting inservice through correlated learning resources. Also promoted is the use of the Diffusion Change Agent (DCA) model for the organization and follow-up of training.

Reeder, Alan. System FORE Extensions and Additions in Language, Reading and Math. Eugene, OR: University of Oregon, 1975.

The System FORE (Upward) Extension - Levels 19-32 consists of developmentally sequenced objectives in Language, Reading and Math from chronological age 10 through 18. Also included are criterion-referenced, informal inventories for each objective and a Daily Sequence Checksheet record keeping system.

The System FORE Addition - Level 0-18 adds additional objectives (Chronological Age - birth to age 10) to the system in Language, Reading and Math. Included are informal, criterion-referenced inventories and record keeping forms.

Reeder, Alan. System FORE Works in Small Districts. Filmstrip. Eugene, OR: University of Oregon, 1977.

The filmstrip documents the process undertaken by a school district to implement Individualized Educational Programs using the System FORE approach to programming. Emphasized are procedures for gaining data for developing IEPs, classroom management systems which accommodate learner differences through the use of learning centers, and the development of a district-based instructional materials resource system which provides material resources correlated to the skills being taught.

Schrag, Judy and Hensley, Gene. Needs Assessment for State Planning in Special Education. Eugene, OR: Northwest Regional Resource Center, University of Oregon, n.d.

This document is intended to serve as a handbook for those in states who are concerned about analyzing statewide needs in the area of special education. It should give decision makers, e.g., state legislators, education administrators, and state board members a general picture of some of the essentials in assessing special education needs. It provides special education personnel with preliminary guidelines for data gathering and is intended to encourage interstate information exchanges.

Zeller, Richard W. "Perspectives on the Individualized Education Program of P.L. 94-142." Eugene, OR: University of Oregon, December, 1976.

The thoughts presented in this paper are the results of the efforts of the Northwest Learning Resources System staff to begin to bring clarity to the concept of the Individualized Education Program. This "draft" is intended to generate discussion which will hopefully result in greater clarity of the concept and commitment to its implementation.